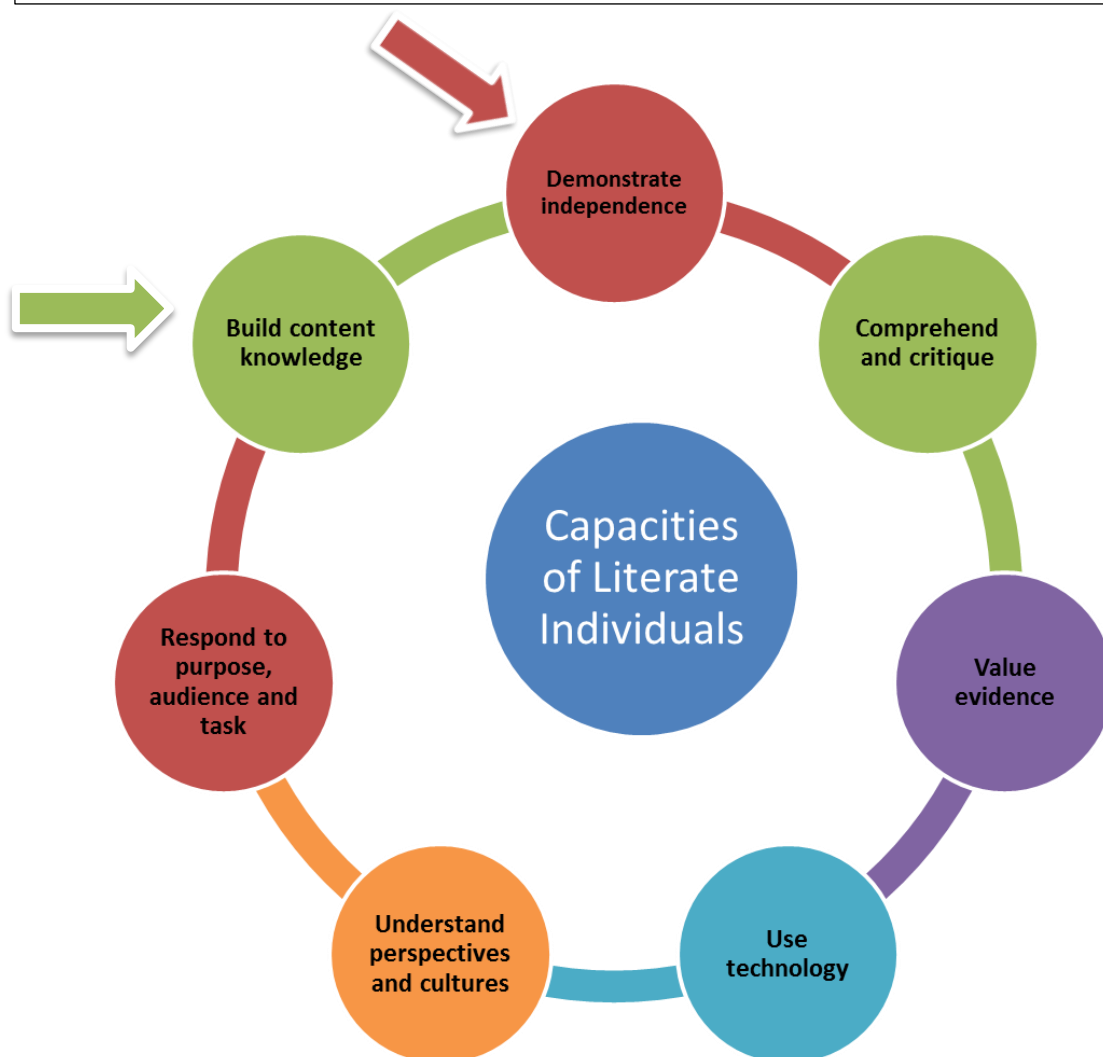


Essential Practices for Instruction Monthly Features



This series of monthly video features is intended to highlight essential standards-based practices for literacy instruction. These practices include the *Capacities of Literate Individuals* shown below. These are the typical abilities, inherent in English Language Arts/Literacy, that transfer across content areas. The following page contains a featured video, the standards, objectives, and practices addressed in the video, as well as a short, related, collaborative activity for your professional learning communities.



Essential Practices for Instruction

Issue 6: Demonstrate Independence and Build Content Knowledge through Project Based Learning



[Engaging Students in Work that Matters](#)
[5 Keys to Project Based Learning](#)

Standards and Objectives

Objective: Students engage in authentic projects to build content knowledge.

PBGR Transferable Skills: Self Direction; Creative and Practical Problem Solving; Informed and Integrative Thinking

CCSS for ELA/Literacy:

[CCSS.ELA-LITERACY.CCRA.W.8](#)

[CCSS.ELA-LITERACY.CCRA.W.9](#)

[CCSS.ELA-LITERACY.CCRA.R.2](#)

[CCSS.ELA-LITERACY.CCRA.SL.6](#)

Summary of Practices

[Demonstrate Independence; Build Content Knowledge; Responding to Purpose, Audience and Task]

Educators will explore examples of project based learning that integrate multiple standards and transferable skills in authentic learning experiences.

Professional Learning Community Collaborative Practice

View the 5 Keys to Project Based Learning video series. In collaborative groups, discuss responses to the following questions:

1. How do you see this type of project-based learning integrating with personalized learning plans?
2. What type of systems and structures must be in place to incorporate these integrated studies authentically?

Brainstorm ideas for an authentic project-based learning experience based on a cluster of ELA standards for your grade level.

